

DRAFT

Intermediate School District Plan Criteria for the Delivery of Special Education Programs and Services



*Office of Special Education and
Early Intervention Services*

~~May~~ **JULY 2006**

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**DRAFT INTERMEDIATE SCHOOL DISTRICT/STATE AGENCY PLAN
FOR THE DELIVERY OF SPECIAL EDUCATION
PROGRAMS AND SERVICES
~~March 2003~~ JULY 2006**

QUESTIONS AND ANSWERS

What is an Intermediate School District/State Agency Plan for the Delivery of Special Education Programs and Services?

The School Code at §380.1711(1)(a) and ~~R 340.1831 of the Revised Administrative Rules for Special Education (Rules)~~ **THE REVISED ADMINISTRATIVE RULES FOR SPECIAL EDUCATION (RULES) AT R 340.1831** charges Michigan's 57 intermediate school districts (ISDs) to coordinate, develop, establish, and continually evaluate a Plan for the Delivery of Special Education Programs and Services (Plan) that is approved by Michigan's Superintendent of Public Instruction (Superintendent).

With ISDs in the lead role for Plan review and development, ~~this~~ **THE** Plan is typically called the "ISD Plan." Similarly, some non-ISD state agencies that provide special education in their facilities also have a Plan, including the ~~Family Independence Agency~~ **DEPARTMENT OF HUMAN SERVICES**, the Department of Corrections, and the Department of Community Health. Since Plans have been a requirement in state law since 1971, all ISDs and state agencies currently providing special education have an existing Plan.

Who develops the ISD/~~State Agency~~ Plan? (R 340.1833)

Plans are jointly developed (~~R 340.1833~~) by representatives from the:

- ISD;
- constituent local school districts and public school academies (PSAs) of the ISD; **AND**
- constituent Parent Advisory Committee (PAC) of the ISD. ~~and~~
- ~~for state agencies, agency administration, and parent groups that provide advisory input.~~

WHO DEVELOPS THE STATE AGENCY PLAN?

PLANS ARE DEVELOPED BY REPRESENTATIVES FROM THE AGENCY'S:

- **ADMINISTRATION; AND**
- **PARENT GROUPS THAT PROVIDE ADVISORY INPUT.**

What are the required contents of the Plan?

Rule 340.1832 lists the policies and procedures that must be described in a Plan. These requirements are discussed below.

What is the process for reviewing and changing a Plan? (R 340.1831)

- Each ~~current~~ Plan, and any future revised and approved Plan, remains in effect until such time **AS** further revisions are made (~~R 340.1831(3)~~).
- ~~As needed, p~~ Proposed changes to the Plan are cooperatively developed by all ~~involved agencies and the PAC~~ constituent local school districts, PSAs, and the PAC.
- The proposals are submitted to the Office of Special Education and Early Intervention Services (OSE/EIS) for ~~technical~~ **A COMPREHENSIVE** review.

OSE/EIS staff reviews the proposal and works with the submitting **ISD OR STATE** agency on ~~technical~~ edits as needed.

- When ~~technically~~ complete, the proposed Plan change is forwarded by the OSE/EIS to the Superintendent for approval (~~R 340.1831 and R 340.1837~~).
- If approved, the submitting **ISD OR STATE** agency is notified. Within seven days of receiving notice of approval from the Michigan Department of Education (MDE), the submitting ISD distributes notice of approval and the final version of the Plan to **THE constituent local school district's SUPERINTENDENT, EACH CHIEF EXECUTIVE OFFICER OF A PSA, AND THE CHAIRPERSON OF THE PAC** (~~R 340.1831(2)~~).
- If the agency is describing alternative programs and services under R 340.1832(1)(e), such programs and services may not be implemented until the Plan is approved by the Superintendent.

What if there is ~~disagreement in the development of Plan language~~ AN OBJECTION TO THE PLAN? (R 340.1836)

If joint efforts among constituent agencies **LOCAL SCHOOL DISTRICTS, PSAS,** and the PAC fail to produce an agreement on a proposed Plan change ~~or on existing Plan language~~, any party may submit an objection (~~see the procedures given in R 340.1836 for details~~). To summarize the **OBJECTION** process:

- Constituent agencies **LOCAL SCHOOL DISTRICTS, PSAS,** and the PAC should exhaust all resources, **INCLUDING MEDIATION**, for reaching a mutually agreeable settlement, ~~such as mediation~~ **PLAN**.
- Objections **TO AN APPROVED PLAN** may be filed in writing at any time ~~for an existing approved Plan~~.
- Objections to a ~~proposed Plan change~~ **MODIFICATION** may be filed **after** the change is submitted by the ISD/ **OR** state agency to the MDE for approval.
- Upon receipt of an objection ~~at~~ **BY** the MDE, a hearing officer is appointed by the MDE (~~R 340.1836(2)~~).
- At the conclusion of the hearing process ~~outlined in R 340.1836(2-4)~~, the hearing officer submits findings and recommendations to the Superintendent who makes ~~the~~ **A** final decision **REGARDING THE PLAN** (~~R 340.1836(4)~~).
- ~~If a change in Plan content is required due to changes in federal or state compliance requirements, an ISD/state agency may submit and (when approved by the Superintendent) immediately implement a disputed Plan proposal. The disputing party may, concurrent with this process, file an objection to the new Plan language (R 340.1831(4)(a)).~~

What are the criteria for meeting the required elements of a Plan?

Plan requirements from R 340.1832 are described in the following pages. In each section, the applicable Rule citation is given, followed by the review ~~criteria used to determine if Plan language meets the requirements of Rule.~~

Rule References and Proposal Review Criteria

Development and Submission of Intermediate School Districts' Plans and Monitoring (Rule 340.1832(1))

Content Areas:

~~(a)~~ **(A)** A description of the procedures used by the intermediate school district to advise and inform students with disabilities, their parents, and other members of the community ~~on~~ **OF** the special education opportunities required under the law; the obligations of **THE** local school districts, public school academies, and the intermediate school district; and the title, address, and telephone number of representatives of those agencies who can provide information about **THE** special education opportunities.

~~(b)~~ **(B)** A description of the activities and outreach methods ~~that~~ **WHICH** are used to ensure that all citizens are aware of the availability of special education programs and services.

~~(c)~~ **(C)** A description of the type of diagnostic and related services that ~~is~~ **ARE** available, either directly or as a purchased service, within the intermediate school district or its constituent local school districts or public school academies.

Describe:

1. Services provided directly or purchased by each local educational agency ~~(LEA)~~ **CONSTITUENT LOCAL SCHOOL DISTRICT AND** Public School Academy ~~(PSA)~~.
2. Services provided directly, ~~or~~ purchased by, ~~and/or~~ available through the ISD.

Provide a statement of assurance that copies of contracts or service agreements (per §380.1751(1)(b) of the School Code) are on file at the ISD and available for review.

SEE SAMPLE TABLE 1

~~(d)~~ **(D)** A description of the special education programs designed to meet the educational needs of students with disabilities.

SEE SAMPLE TABLE 2

~~(e)~~ **(E)** The intermediate school district plan shall either describe special education programs and services under ~~Part 3 of the~~ **THESE** Revised Administrative ~~Rules~~ **R**ules **OR SHALL** ~~for Special Education or~~ propose alternative special education programs and services.

Describe alternative special education programs and services that are different ~~than~~ **FROM** those described under Part 3 of the ~~Revised Administrative Rules for Special Education~~.

The description must include the following:

1. The title for each alternative program/service within the continuum;

2. The roles of teachers/providers assigned to the alternative special education program/service (direct instruction, instructional support, consultation);
3. The maximum caseload of teachers/providers; ~~and~~
4. ~~If applicable, †~~ The number of students allowed in attendance in the alternative program at one time, **IF APPLICABLE-;**
5. ~~If an alternative program is departmentalized and differs from R 340.1749c, the description must indicate †~~ The average number of students per instructional period **IF AN ALTERNATIVE PROGRAM IS DEPARTMENTALIZED AND DIFFERS FROM R 340.1749C-;**
6. ~~If applicable, †~~ The student/paraprofessional ratio in each program/service unit, **IF APPLICABLE-; AND**
7. ~~If applicable, †~~ Other descriptors determined appropriate for the design of the alternative program/service, **IF APPLICABLE.**

~~(g)~~ **(G)** The identity of the full- or part-time constituent local school district or public school academy administrator who, by position, is responsible for the implementation of special education programs and services.

1. Provide the position of the administrator and the school in which they are responsible for implementing special education programs and services. If this information is the same as what was given in section (a), and has already been provided, reflect this in a statement in the Plan.

~~(h)~~ **(H)** A description of the qualifications of paraprofessional personnel.

1. Provide what qualifications the ISD requires of paraprofessional personnel.

~~(i)~~ **(I)** A description of the transportation necessary to provide the special education programs and services described in subdivisions (c), (d), and (e) of this plan **SUBRULE.**

1. Identify the ISD/~~LEA~~, **CONSTITUENT LOCAL SCHOOL DISTRICT**/, **AND** PSA responsibilities for transportation.
2. Describe decision-making procedures used to address exceptional transportation needs that occur in the ISD, ~~and constituent LEAs~~ **LOCAL SCHOOL DISTRICTS**/, **AND** PSAs.

~~(j)~~ **(J)** A description of the method of distribution of funds under R 340.1811**(5)**.

~~(k)~~ **(K)** A description of how the intermediate school district will appoint the parent advisory committee members under R 340.1838(1) and (2).

~~(l)~~ **(L)** A description of the roles and responsibilities of the parent advisory committee, including: **HOW IT SHALL PARTICIPATE IN THE COOPERATIVE DEVELOPMENT OF THE INTERMEDIATE SCHOOL DISTRICT PLAN, FORMULATE OBJECTIONS THERETO, IF ANY, AND RELATED MATTERS, SUCH AS THE ROLE AND RESPONSIBILITY OF THE PARENT ADVISORY COMMITTEE IN EVALUATING SPECIAL EDUCATION PROGRAMS AND SERVICES WITHIN THE INTERMEDIATE SCHOOL DISTRICT.**

1. ~~How it shall~~ **DESCRIBE HOW THE PAC WILL** participate in the cooperative development of the ISD Plan;

2. ~~How it shall~~ **DESCRIBE HOW THE PAC WILL** participate in the formulation of objections ~~thereto~~, if any; **AND**
3. The role and responsibility of the PAC in other activities within the ISD.

~~(m)~~ **(M)** A description of the role and relationship of administrative and other school personnel, as well as representatives of other agencies, in assisting the parent advisory committee in its responsibilities.

1. Provide the title and responsibility of the administrative ~~and other school~~ personnel who assist the PAC.

~~(n)~~ **(N)** A description of the fiscal and staff resources that shall be secured or allocated to the parent advisory committee by the intermediate school district to make it effective **EFFICIENT** and efficient **EFFECTIVE** in operation.

1. Provide what fiscal and staff resources are available to the PAC.

Additional Plan Content:

UNDER R 340.1733(f), ~~Describe~~ **THE** age span **OF STUDENTS ASSIGNED TO PROGRAMS** ~~under R 340.1733(f) for programs~~ for students with severe cognitive impairment**S** (R 340.1738), moderate cognitive impairment**S** (R 340.1739), and severe multiple impairment**S** (R 340.1748).

~~Describe separate facilities under R 340.1733(b).~~

~~Describe how progress reports for each student receiving homebound and hospitalized services shall be recorded under R 340.1746(d).~~

Describe how a pool of surrogate parents is maintained and how appropriate training is provided to potential surrogate parents based upon individual ISD, ~~and LEA~~ **CONSTITUENT LOCAL SCHOOL DISTRICT**, **AND** PSA policies and procedures under R 340.1725(f).

SAMPLE TABLE

TABLE 1

DIAGNOSTIC AND ANCILLARY SERVICES

District Name	Psych.	SSW	Speech/Lang.	O&M	VI-TC	LD-TC	OT	PT
ISD 1	X	X	X	X		X	C	C
District 2	X	X	X	ISD	C	X	X	C
District 3	X	X	X	ISD	C	X	X	X
District 4	X	X	X	ISD		X	C	C
District 5	X	X	X	ISD	X	X	C	C

Codes:

X = Constituent Local School District Provides Service/PSA Provides Service

ISD = ISD Provides Service

C = Contracted Service

SAMPLE TABLE

TABLE 2

SPECIAL EDUCATION PROGRAMS

District Name	Resource Room	EI	LD	MI CI	MO CI	SCI	Early Childhood Special Education	AI	HI	VI	SXI	Vocational Exploratory Program
District 1	L	L	L	L, C				I		I		
District 2	L	L	L	L				I		I		C
District 3	L	L	L	L					I	I		
District 4	L	L	L	L						I		
District 5	L	L	L	L				I	I	I		
ISD 1					C	C		C	I	I	C	

Codes:

L = Constituent Local School District Provided Program/PSA Provided Program

I = ISD Provides Program

C = Center Program